

SLADEFIELD INFANT SCHOOL

Special Educational Needs Policy

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Next Review Date: June 2027

SEN Policy

Definition of Special Educational Needs

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015) states that *'a child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions'.*

The Code of Practice has identified 4 broad areas of need in pupils with SEN.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties.
- Sensory and Physical.

Special Educational Needs at Sladefield Infant School

At Sladefield Infant School, the wellbeing of the child is at the heart of everything we do and we seek to provide an inclusive ethos throughout the school. We believe that a child with SEN should, if appropriate and in the child's best interests, have their needs met within our mainstream setting. They should have access to a broad and balanced curriculum based on the Early Years Foundation Stage Framework and National Curriculum. We want to ensure that pupils with SEN receive equality of entitlement and, through reasonable adjustments, where necessary, are integrated into all aspects of school life. We strive to ensure that the SEN of children are appropriately identified, assessed and provided for and that provision is monitored regularly. The school works in partnership with parents, the Local Authority and external agencies to provide the best possible provision for our SEN pupils. We believe that parents have a vital role in supporting their child's education and a good partnership with school is essential. We value the importance of empowering our staff so that they have the confidence to be responsible and accountable for the progress and development of all pupils with SEN in their class. We strive to ensure that our children have a voice in their SEN provision.

The Inclusion Manager

At Sladefield Infant School, the Inclusion Manager, who is in charge of overseeing all aspects of Special Educational Needs within the school, is
Mrs Lynette Donohue. She can be contacted on 0121 327 0662, via ClassDojo or in person at the school office at the start and end of the day.

The role of the Inclusion Manager includes, but is not limited to, the following responsibilities:

- Collate all relevant medical information including the results of vision and hearing tests and request medical advice when required.
- Consult and support staff in formulating targets and monitor their implementation.
- To use the Language and Literacy Toolkit to record and track progress of pupils with Cognition and Learning difficulties.
- Maintain records to support and facilitate the decision-making and outcomes of reviews.
- Arrange SEN Review meetings every term.
- Arrange attendance of parents or guardians and representatives of outside agencies, where necessary, at SEN Review meetings.
- Arrange opportunities for the pupil's views to be collected prior to Review meetings.
- Provide Special Educational Needs and Review (SENAR) with all necessary documentation to support Education, Health and Care Plans (EHCP)
- Liaise with external agencies.
- Ensure the implementation of Provision Plans or Education, Health and Care Plans for pupils and carry out annual reviews.
- Discuss with staff the level of provision for their children using the Pupil Passport proforma.
- Provide support and training for staff on a wide range of Special Educational Needs.
- Endeavour to provide bilingual support, where possible, for both pupils and parents attending reviews**.**
- Liaise with other educational settings to ensure a smooth transition for our SEN pupils.
- Manage and maintain resources through the handling of a small budget.
- Advise the Head Teacher and Governing Body of any changes to existing policy and practice.
- Update SEN policy as needed, taking into account local and national requirements for SEN provision.

The Local Offer

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015) states that all mainstream schools must publish a Local Offer. This is an Information Report detailing what the school will provide for the pupils and parents of SEN pupils.
See Appendix 1

Admission Arrangements

The School follows the Local Authority policy for admission. If additional resources, such as physical adaptations or additional staffing are required to support individual needs these will be requested as appropriate and provided within budget limits. Pupils re-entering

mainstream provision may be admitted using a planned integration programme. This would be agreed between school, parents, the pupil and any other professional working with the child.

Facilities for Disabled Pupils and Adults

The school regularly completes an Accessibility Audit to assess its present position and inform future planning and provision for inclusion.

There are ramps at the main entrances, which assist anyone with physical difficulties to gain access to the building. The stairs inside the building are highlighted in order to help anyone with a visual impairment and grab rails are fitted for increased safety.

There are changing facilities to support pupils with personal care needs.

As a school, we make reasonable adjustments if the physical environment is inaccessible for any reason.

We seek and act on advice from outside agencies about individual pupils with physical or sensory difficulties.

The Allocation of Resources

The Inclusion Manager is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education, Health and Care plans.

Special needs resources to support teaching and learning programmes are situated in classrooms, intervention rooms and the Inclusion Manager's room.

The Head Teacher, Business Manager and Inclusion Manager have an ongoing dialogue on the allocation of top up funding as we are aware that needs change over time. The Inclusion Manager collaborates with the writing of the School Improvement Plan.

Identification and Assessment

The Inclusion Manager is involved at all stages of transition, working closely with the EYFS lead, Nurseries, Outside Agencies and parents to ensure that we can provide the best transition possible for pupils who may need extra support.

There are times when Special Educational Needs, particularly in the area of Cognition and Learning, are not apparent until the child has been in school for a period of time. In this case, it may be that we notice that certain pupils need additional or different support to access the curriculum. We use a variety of assessment tools to build up a picture of any strengths or areas of difficulty. If this is the case, parents are invited to a meeting with the classteacher and Inclusion Manager to discuss the support we will provide and, if appropriate, identify the child as having Special Educational Needs. The type of need will be categorised in line with guidance from the Special Educational Needs and Disability Code of Practice: 0 to 25 years which states that there are 4 broad areas of need.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

Levels of Support
No SEN Support
Universal Support
Targeted Support
Specialist Support

When a child has been initially identified as having SEN, we will state that the child is working at the level 'SEN Support'. We will then follow the graduated response cycle 'The Graduated Approach' (see below) and refer to the 'Ordinarily Available Guidance' document (Appendix 2) with a view to removing barriers to learning. By following this graduated approach we are able to see if a child is making progress and benefitting from the SEN provision in place or if it will be necessary to make a request for a SEN Support Provision Plan (SSPP) or Education, Health and Care Plan, also known as an EHCP. This is done in consultation with parents, pupils, school staff and any other professionals working with the child.

The Graduated Approach
Assess: schools are required to carry out a clear analysis of the pupil's needs, drawing on assessment and experience of the pupil, their progress, attainment, where relevant, their behaviour in comparison to their peers and national data. Alongside this, the views of parents and the pupil's own views should influence the assessment. Information from external services including health and care professionals should also be taken into account.
Plan: parents, teachers and support staff who work with the child should be made aware of their needs, outcomes set, support provided and any teaching strategies and approaches, which should all be recorded and monitored regularly.
Do: the class or subject teacher remains responsible for the pupil and should work closely with other staff to ensure the support is provided and monitor its effectiveness.
Review: regular reviews should take place between all relevant staff and parents.

Record Keeping
Pupil progress is monitored by the class teacher and Inclusion Manager. Records, including support staff monitoring sheets, which record progress towards individual targets, are reviewed regularly. The effectiveness of targets, SSPPs or EHCPs are monitored termly at Review meetings. At these reviews, the Inclusion Manager, classteacher and any staff delivering interventions meet with parents to complete or update a 'One Page Pupil Passport'. This document acts as a single reference point for pupil views, parent views, gives advice for how to help at home, lists the provision, lists new targets and also provides a record of the discussion at the meeting. Timetables and interventions are then adapted based on those meetings.

Parental Involvement

Parents and their support that they can give to their child with SEN are highly valued and we strive to empower them to support their child through courses, coffee mornings and workshops delivered by both school staff and specialist professionals.

Parents are given information regarding the school's Special Needs Policy in the School prospectus and are advised about Special Educational Needs during our welcome events for new pupils. Parents should also use our school Website for up to date information and to read The Local Offer.

A named Governor takes a special interest in Special Needs and is happy to work collaboratively with parents and staff.

Parents are invited to share any concerns that they have about their child's progress or achievement at any point in the school year. They can either discuss it with their child's teacher or see the Inclusion Manager.

If parents have reason to complain about any aspect of their child's Special Needs Provision. they are politely requested to follow the stages below.
Stage 1 – Contact the class teacher and discuss the problem.
Stage 2 – Make an appointment to see the Inclusion Manager or Head Teacher.
Stage 3 – Make a written complaint to the Governing Body.

Access for Parents

We always endeavour to provide bilingual support, where possible, for review meetings to help the parents feel confident and comfortable. If we are aware of any special requirements for a parent attending a meeting, for example, visual/hearing impairment or physical difficulty, we will make reasonable adjustments to accommodate this. When registering with school, parents are asked if they have any accessibility needs that we can support them with. When invited to reviews, parents are also asked to inform us of any additional requirements that they have, in advance, so that we can accommodate them. Communication is also made via ClassDojo to allow parents to translate the message if needed.

Reviewed by Lynette Donohue June 2026